DOCUMENT RESUME

ED 449 095 SO 032 478

AUTHOR	Hilke, Eileen Veronica
TITLE	Children's Literature and the K-4 Social Studies Standards. Fastback 453.
INSTITUTION	Phi Delta Kappa Educational Foundation, Bloomington, IN.
ISBN	ISBN-0-87367-653-X
PUB DATE	1999-00-00
NOTE	60p.
AVAILABLE FROM	Phi Delta Kappa International, 408 North Union, P.O. Box 789, Bloomington, IN 47402-0789 ($3). Tel: 800-766-1156 (Toll Free); Fax: 812-339-0018; Web site: http://www.pdkintl.org.
PUB TYPE	Information Analyses (070)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Standards; *Childrens Literature; Elementary Education; Literary Devices; *National Standards; *Social Studies; *Teacher Role; *Thematic Approach
IDENTIFIERS	National Council for the Social Studies; National Social Studies Standards; *Trade Books

ABSTRACT

When selecting a trade book for use in the social studies classroom, teachers must ensure that it represents high quality literature that will be interesting to students. This process involves examining such literary elements as characterization, plot, theme, setting, author's style, and point of view. The book must also match the theme or goal in question, and it must be free of biases and stereotypes. In addition, teachers should select from a variety of genres. The National Council for the Social Studies developed 10 thematic "strands" on which to base teaching. These themes include: (1) Culture; (2) Time, Continuity, and Change; (3) People, Places, and Environments; (4) Individual Development and Identity; (5) Individuals, Groups, and Institutions; (6) Power, Authority, and Governance; (7) Production, Distribution, and Consumption; (8) Science, Technology, and Society; (9) Global Connections; and (10) Civic Ideals and Practices. This fastback offers a brief synopsis of these thematic strands, lists appropriate children's trade books, and suggests activities to bring the standards and children's literature together at the K-4 level. (BT)

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453 FASTBACK

Children's Literature and the K-4 Social Studies Standards

Eileen Veronica Hilke

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Eileen Veronica Hilke

Eileen Veronica Hilke is a professor of education at Lakeland College. She has been president of the Wisconsin Association of Colleges for Teacher Education and vice president of the Kohler School Board. In addition, Hilke served on the Wisconsin State Reading Association Children's Literature Committee and on the National Council for the Social Studies Teacher Education Committee. She also helped develop the Wisconsin standards for social studies.

Hilke has traveled extensively and studied education systems in several countries. She received a Gerald H. Read International Seminar Scholarship to visit the People's Republic of China, a Fulbright-Hays Fellowship to Yugoslavia, and a Japan Foundation Fellowship for study in Japan. She also has received a Teaching Excellence and Campus Leadership Award.

Her publications include many journal articles, two books, and three fastbacks, including 299 *Cooperative Learning*, 372 *Gender Equity in Education*, and 392 *Mathematical Modeling*.

Hilke dedicates this fastback to her husband, Tom, a former social studies teacher, and to her daughter, Veronica, who loves children's literature.

Series Editor, Donovan R. Walling

Children's Literature and the K-4 Social Studies Standards

by
Eileen Veronica Hilke

ISBN 0-87367-653-X
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Bloomington, Indiana

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Introduction

With expectations increasing, teachers need strategies to incorporate new standards in creative, meaningful, and purposeful ways without simply "adding on." One way is to combine children's literature with the National Council for the Social Studies (NCSS) Standards.

When selecting a trade book for classroom use, teachers must ensure that it represents high-quality literature that will be interesting to students. This process involves examining such literary elements as characterization, plot, theme, setting, author's style, and point of view. The book also must match the theme or goal in question; and it must be free of biases and stereotypes. In addition, teachers should select from a variety of genres.

The 1999 edition of *Children's Books in Print* says that there are 138,850 titles available from some 8,050 publishers, so the possibilities are almost endless. Helpful resources for book reviews and critiques include *School Library Journal, Horn Book, Booklist, Social Education*'s yearly listing of "Notable Children's Trade Books in the Field of Social Studies," and "Children's Choices," a bibliography published in *The Reading Teacher*.

Another way to winnow the wheat from the chaff is to look for award-winners. Awards given to outstanding children's books include the Newbery Medal, the Caldecott Medal, the Coretta Scott King Award, the Boston Globe/Horn Book Award, the Children's Book Award, and the Mildred L. Batchelder Award, to name a few. Local libraries and bookstores maintain lists of award-winning books.

The National Council for the Social Studies developed 10 thematic "strands" on which to base teaching. These themes include:

I. Culture
II. Time, Continuity, and Change
III. People, Places, and Environments
IV. Individual Development and Identity
V. Individuals, Groups, and Institutions
VI. Power, Authority, and Governance
VII. Production, Distribution, and Consumption
VIII. Science, Technology, and Society
IX. Global Connections
X. Civic Ideals and Practices

This fastback offers a brief synopsis of these thematic strands, lists appropriate children's trade books, and suggests activities to bring the standards and children's literature together at the K-4 level.

I. Culture

> The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. (NCSS 1994, p. x)

In the past, storytelling was the way of sharing culture and transmitting values. Stories are the storehouses of culture, and telling them helps ensure that students become culturally literate (Lynch-Brown and Tomlinson 1999). However, it is important to provide the student with an accurate view of a culture.

Begler notes that culture often is introduced to young people through the "Five F's": food, fashion, fiestas, folklore, and famous people (1998, p. 272). For most students, these "F's" create interest in multicultural studies. The teacher also can delve into five basic functions of culture, which Begler identifies as "economic, social, political, aesthetic, and values/beliefs" (p. 273).

Books

Arora Lal, Sunandini. *Countries of the World: India*. Milwaukee, Wis.: Gareth Stevens, 1999.

An introduction to the geography, history, economy, culture, and people of the second most populous country in the world.

Badt, Karin Luisa. *Greetings!* A World of Difference Series. Danbury, Conn.: Children's Press, 1994.

Greetings from around the world are presented through text and illustrations. From handshakes to bows and hugs, greetings vary throughout the world. A glossary and index are included.

Dooley, Norah, and Thornton, Peter. *Everybody Cooks Rice*. New York: Scholastic, 1991.

Carrie hunts for Anthony in almost everyone else's kitchen on the block, where they both discover that everybody cooks rice.

Ford, Juwanda, and Wilson-Max, Ken. *K is for Kwanzaa: A Kwanzaa Alphabet Book*. New York: Scholastic, 1997.

Celebrates the African-American holiday Kwanzaa by introducing related words from A to Z.

Ganeri, Anita, and Wright, Rachel. *Mexico*. Country Topics for Craft Projects Series. New York: Franklin Watts, 1994.

An introduction to Mexico, its history and culture, is combined with information about food, sports, festivals, and crafts.

Myers, Walter Dean, and Myers, Christopher. *Harlem.* New York: Scholastic, 1997.

Words and pictures connect readers of all ages to the spirit of Harlem in its music, art, literature, and everyday life, and to how it has helped shape us as a people.

Raczek, Linda Theresa, and Bennett, Gary. *Rainy's Powwow.* Flagstaff, Ariz.: Rising Moon, 1999.

This engaging story celebrates a vanishing way of life that embodies the long-standing traditions of being welcomed into the powwow family. A glossary of powwow terms and dances is included.

Say, Allen. *Grandfather's Journey.* Boston: Houghton Mifflin, 1993.

A Japanese-American recounts his grandfather's journey to America, which he later also undertakes, and the feelings of being torn by a love for two different countries.

Shea, Pegi Dietz, and Riggio, Anita. *The Whispering Cloth.* New York: Boyds Mills, 1995.

Mai, a Hmong girl living in Thailand, wants to tell her family experience by stitching a pa'ndau story cloth.

Viesti, Joe, and Hall, Diane. *Celebrate! In Central America.* New York: Lothrop, Lee, and Shepard, 1998.

The text begins with a map and introduction to the countries in Central America. Children will have a visual experience of many celebrations. Large, colorful pictures with limited text make celebrations come alive.

Activities

1. Ask how students in the class celebrate special holidays, then discuss how children in other countries celebrate. Locate these countries on a map and globe. Create a special reading center where students may read simple, colorful, and fact-filled books about various countries.
2. Focus on the similarities of culture. For example, share the book *Everybody Cooks Rice* by Norah Dooley. There are nine different recipes for preparing rice in different cultures. Have the class vote on a favorite recipe, then make the dish in school.
3. Learn about children from another country, such as Mexico. Find similarities and differences between the life of the students in the class and those in Mexico. Construct a Venn Diagram (two large circles to show differences with an overlap in the center for writing down similarities).
4. Help children understand another culture by creating a culture box. For example, a culture box for Japan might contain chopsticks, rice, tea, children's books written in Japanese, pictures of historical places, sample of Japanese writing, pictures of schools and school children, and other items.

II. Time, Continuity, and Change

> Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits. (NCSS 1994, p. x)

Discussing history and sharing historical fiction books with students is rewarding because the students learn about their own heritage, as well as the cultures of others.

When selecting historical fiction, teachers should ensure that the characters' actions, language, style of living, and values are realistic for the time period. The setting needs to be authentic and the theme worthwhile. It is important to provide instruction about the content of his-

torical events so that students have prior knowledge to help them make the connection to the people, places, and events described in books.

Students also should be aware of family life in various places, both now and in the past. Crabtree and Nash suggest that students in grades K-4 should be able to "compare the cultural similarities and differences in clothes, homes, food, communication, technology, cultural traditions, and other aspects of family life between families now and in the past" (1994, p. 33).

The eight history standards in *National Standards for History for Grades K-4: Expanding Children's World in Time and Space* (Crabtree and Nash 1994) are:

1. Students should understand family life now and in the recent past; family life in various places long ago. (p. 32)
2. Students should understand the history of their own local community and how communities in North America varied long ago. (p. 36)
3. Students should understand the people, events, problems, and ideas that were significant in creating the history of their state. (p. 40)
4. Students should understand how democratic values came to be, and how they have been exemplified by people, events, and symbols. (p. 48)
5. Students should understand the causes and nature of various movements of large groups of people into and within the U.S., now and long ago. (p. 55)
6. Students should understand folklore and other cultural contributions from various regions of the U.S. and how they help to form a national heritage. (p. 57)

7. Students should understand selected attributes and historical developments of societies in such places as Africa, the Americas, Asia, and Europe. (p. 60)
8. Students should understand major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them. (p. 64)

Books

MacDonald, Fiona. *A Child's Eye View of History.* New York: Simon & Schuster, 1998.

This book includes stories of real children from the past and describes some of the toys and games used in ancient times, for example, an Egyptian wooden lion toy more than 3,500 years old and a yo-yo from 400 B.C.

Carlson, Laurie. *More than Moccasins: A Kid's Activity Guide to Traditional North American Indian Life.* Chicago: Chicago Review Press, 1994.

This book holds more than 100 illustrated crafts and activities that encourage students to have fun and be creative as they learn about Native American life and values.

Fritz, Jean, et al. *The World in 1492.* New York: Trumpet Club, 1992.

Pictures, maps, and drawings complement text that tells what the world was like in 1492. The book includes chapters on Europe, Asia, Africa, Australia and Oceania, and the Americas.

Moore, Kay, and O'Leary, Daniel. *If You Lived at the Time of the American Revolution*. New York: Scholastic, 1997.

This book tells about Americans' fight to be free and independent. It tells what it was like to be a Patriot who supported the war or a Loyalist who did not want to break away from England.

Schanzer, Rosalyn. *How We Crossed the West: The Adventures of Lewis and Clark*. Washington, D.C.: National Geographic Society, 1997.

The 1804 expedition of Meriwether Lewis and William Clark is shared in an adventuresome manner. Quotes from the explorers' journals and large, colorful pictures help the reader to experience their exploits and discoveries.

Polacco, Patricia. *Pink and Say*. New York: Scholastic, 1994.

The dangers of war are shared in a touching story as told by two young soldiers during the Civil War.

Ross, Alice; Ross, Kent; and Bowman, Leslie. *The Copper Lady*. Minneapolis: Carolrhoda Books, 1997.

After helping Monsieur Bartholdi to build the Statue of Liberty, a Parisian orphan stows away on the ship carrying the statue to America.

Fritz, Jean, and DiSalvo-Ryan, DyAnne. *You Want Women to Vote, Lizzie Stanton?* New York: G.P. Putnam's Sons, 1995.

This story's narrator is Elizabeth Cady Stanton, who did not live to see women get the vote but who is strongly associated with the fight for woman suffrage.

Houston, Gloria, and Cooney, Barbara. *The Year of the Perfect Christmas Tree*. New York: Dial, 1988.

The book tells the story of an Appalachian Christmas during World War I and a special family responsibility because Father is off to war.

Lied, Kate; Lied, Ernst; and Campbell, Lisa. *Potato: A Tale from the Great Depression*. Washington, D.C.: National Geographic Society, 1997.

During the Great Depression, a family seeking work finds two weeks of employment digging potatoes in Idaho.

Roy, Deborah Kogan. *My Daddy Was a Soldier: A World War II Story*. New York: Holiday House, 1990.

While her father is fighting in the Pacific, Jeannie plants a Victory Garden, collects scrap, and sends letters to her father as she anxiously awaits his return.

Kustanowitz, Esther. *The Hidden Children of the Holocaust: Teens Who Hid from the Nazis*. New York: Rosen, 1999.

In their own words, Jewish teenagers tell of their experiences hiding from the Nazis. A timeline, glossary, bibliography, photos, and website addresses are included in this 64-page book.

Smith, Carter. *The Korean War*. Englewood Cliffs, N.J.: Silver Burdett, 1990.

This book describes the people, places and events surrounding the Korean War, using original source photos, maps, and artwork. A resource guide is included in this 64-page book.

Wright, David. *A Multicultural Portrait of the Vietnam War*. Tarrytown, N.Y.: Benchmark Books, 1996.

The Vietnam War is discussed from a multicultural point of view. Photos, maps, a timeline, a glossary, and suggestions for further reading all add to the text of the book.

Foster, Leila Merrell. *The Story of the Persian Gulf War*. Danbury, Conn.: Children's Press, 1991.

This book examines the causes and events of the Persian Gulf War that followed Iraq's invasion of Kuwait in 1990. It explains how the United States got involved in Operation Desert Shield and then Operation Desert Storm.

Activities

1. After reading the book, *You Want Women to Vote, Lizzie Stanton?* students write and act out short plays from each segment of women's history, ranging from no rights in the early 1800s to the passage of the Nineteenth Amendment in 1920 to the push for the Equal Rights Amendment and the current call for equity in the job market.
2. For historical understanding, ask students to write their own historical narratives.
3. Invite a member of a local historical society to visit class and bring in original source material to analyze. Have the speaker teach how to conduct oral history interviews. Develop specific questions that students may ask relatives or residents of an elder-care facility. Questions that provide insight into the

past could explore changes in household functions, employment expectations, and key life events. The speaker might bring in an item from the past that is not commonly used now and have the students guess what its function was. Ask students to draw a picture of a modern item that they think children 50 years from now will not recognize.

4. Ask students to follow the expedition of Lewis and Clark on a map. Younger students can draw a picture of their favorite travel experience from the book. Older students could write a reaction to what life would be like if they were on the trip with the explorers.

III. People, Places, and Environments

> The study of people, places and human-environment interactions assists students as they create their spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography. (NCSS 1994, p. x)

Books relating to geography help students to see changes in the earth and to develop cultural awareness. National geography standards, called *Geography for Life*, were developed in 1994. The authors comment, "The outcome of *Geography for Life* is a geographically informed person (1) who sees meaning in the arrangement of things in space; (2) who sees relations between people, places, and environments; (3) who uses geographic skills; and (4) who applies spatial and ecological perspectives to life situations" (Geography Education Standards Project 1994, p. 34).

A portion of the standards project delineated what students should know and be able to do in geography at the K-4 grade level. The following is a brief synopsis of the ideas:

1. "How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective" (p. 106).
2. "How to use mental maps to organize information about people, places and environments in a spatial context" (p. 108).
3. "How to analyze the spatial organization of people, places, and environments on earth's surface" (p. 110).
4. "The physical and human characteristics of places" (p. 113).
5. "That people create regions to interpret earth's complexity" (p. 115).
6. "How culture and experience influence people's perceptions of places and regions" (p. 117).
7. "The physical processes that shape the patterns of earth's surface" (p. 118).
8. "The characteristics and spatial distribution of ecosystems on earth's surface" (p. 120).
9. "The characteristics, distribution, and migration of human population on earth's surface" (p. 122).
10. "The characteristics, distribution, and complexity of earth's cultural mosaics" (p. 124).
11. "The patterns and networks of economic interdependence on earth's surface" (p. 126).
12. "The processes, patterns, and functions of human settlement" (p. 128).
13. "How the forces of cooperation and conflict among people influence the division and control of earth's surface" (p. 130).

14. "How human actions modify the physical environment" (p. 132).
15. "How physical systems affect human systems" (p. 134).
16. "The changes that occur in the meaning, use, distribution, and importance of resources" (p. 136).
17. "How to apply geography to interpret the past" (p. 138).
18. "How to apply geography to interpret the present and plan for the future" (p. 140).

Books

Baker, Lucy. *Life in the Deserts: Animals, People, Plants.* New York: Scholastic, 1992.

The location of major deserts are shown on a map. People, plants, and animals located in deserts are described and shown in numerous photographs. An Australian folk tale, quiz, and glossary are found at the end of the book.

Cherry, Lynne. *A River Ran Wild.* New York: Trumpet, 1992.

This is an environmental history of a river from early human settlement to the building of manufacturing plants that pollute the river.

Dineen, Jacqueline. *Natural Disasters: Hurricanes and Typhoons.* New York: Shooting Star Press, 1993.

Factual information about the formation, monitoring, and destruction caused by hurricanes is presented with many pictures of actual storms. A glossary is included.

Fleming, Candace, and Potter, Giselle. *Gabriella's Song.* New York: Atheneum, 1997.

A young girl finds music all around her as she walks about the city of Venice, Italy. She shares her song with everyone she meets.

Frasier, Debra. *On the Day You Were Born*. New York: Trumpet Club, 1991.

The book tells about natural wonders a baby will experience, including a spinning earth, the pull of gravity, migrating animals, growing trees, and glowing moon, sun, and stars.

Hoyt-Goldsmith, Diane, and Migdale, Lawrence. *Buffalo Days*. New York: Holiday House, 1997.

This book describes life on a Crow Indian reservation in Montana and the importance this tribe places on buffalo, which again are thriving in areas where the Crow live.

Viorst, Judith, and Glasser, Robin Preiss. *Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move*. New York: Atheneum, 1995.

In a humorous story, Alexander resists his family's move to a new location.

Activities

1. Read the book, *Natural Disasters*. Make a KWL Chart (What I **K**now; What I **W**ant to Learn, What I **L**earned) Discuss these storms' effects on the Earth's surface and on humans.
2. The authors of *Geography for Life* suggest: "List ways in which people adapt to the physical envi-

ronment (e.g., choices of clothing, housing styles, agricultural practices, recreational activities, food, daily and seasonal patterns of life)" (1994, p. 120).

3. The authors of *Geography for Life* also suggest: "Use a children's story such as Little Red Riding Hood to examine concepts of distance, direction and location — the relative location of the two houses, the distance between them, and the direction and movement of the wolf and Little Red Riding Hood" (1994, p. 110).
4. Compare Cinderella stories from different geographic locations. How does the geography of the area change the tone of the story? Describe the geography of the region, find the countries on a world map, locate illustrations of natural vegetation and examples that show the culture of the region. Cinderella stories include: *Yeh-Shen: A Cinderella Story From China* by Ai-Ling Louis, *The Egyptian Cinderella* by Shirley Climo, *The Korean Cinderella* by Shirley Climo, and *Tam's Slipper: A Story From Vietnam* by Janet Palazzo-Craig.

IV: Individual Development and Identity

> Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology. (NCSS 1994, p. x)

Students need to learn how people relate to others. This can be done by observing and modeling to see patterns of behavior. For students in the early grades, "looking at family photo albums, remembering past achievements and projecting oneself into the future, and comparing the patterns of behavior evident in people of different age groups are appropriate activities because young learners develop their personal identities in the context of families, peers, schools, and communities" (NCSS 1994, p. 24).

Appropriate books may also be used for bibliotherapy, in which books are selected to deal with a specific problem, such as peer pressure, family problems, or divorce. Books can be used to assist students in dealing with their emotional and social problems. Lynch-Brown and Tomlinson (1999) argue: "Children all face difficult situations at times; discovering that other children have faced similar problems is reassuring" (p. 260).

Books

Bennett, William. *The Children's Book of Virtues.* New York: Simon & Schuster, 1995.

This book contains a collection of stories and poems that are presented to teach "virtues," such as compassion, courage, honesty, friendship, and faith.

Birdseye, Debbie, and Birdseye, Tome. *Under Our Skin: Kids Talk About Race.* New York: Holiday House, 1997.

Six students talk about their ethnic backgrounds and experiences with people of different races.

Bunting, Eve, and Ransome, James. *Your Move.* New York: Harcourt Brace, 1998.

The K-Bones gang spraypaint signs and shoplift, but James wants to belong. He changes his mind when a gang initiation endangers his six-year-old brother, Isaac. Strength of character and sense of responsibility are demonstrated through the main character.

Cole, Joanna, and Chambliss, Maxie. *How I Was Adopted.* New York: Morrow Junior Books, 1995.

A young girl tells the story of how she came to be her parents' child through adoption.

Curtis, Jamie Lee, and Cornell, Laura. *Today I Feel Silly and Other Moods that Make My Day.* New York: HarperCollins, 1998.

A child's emotions range from silliness to anger to excitement.

Dwight, Laura. *We Can Do It!* New York: Checkerboard Press, 1992.

Five special children show what the handicapped can do. Gina has spina bifida, David has Down syndrome, Jewel has cerebral palsy, Emiliano has cerebral palsy, and Sarah is blind.

Emberly, Ed, and Miranda, Anne. *Glad Monster Sad Monster: A Book About Feelings.* New York: Scholastic, 1997.

Sometimes it is hard for children to tell someone that they are sad or happy, lonely or glad. This book is designed to enable children and adults to discuss feelings in a nonthreatening way.

Fernandes, Eugenie. *A Difficult Day.* Buffalo, N.Y.: Kids Can Press, 1999.

Everyone has difficult days. This story reminds both young and old that the best medicine for days like these is someone who loves you.

Hoffman, Mary, and Binch, Caroline. *Amazing Grace.* New York: Scholastic, 1991.

A young black girl is told that she cannot play Peter Pan in a school play because Peter is supposed to be

a white boy. Through tenacity and hard work, she realizes she can succeed at her goal.

Activities

1. Read aloud to the class *Under Our Skin: Kids Talk About Race*. Students can gain a sense of what it is like to be born into a particular racial group. Ask students their reactions to the statements and stories about the six students. Have them share their experiences or thoughts related to the book.
2. After reading *Amazing Grace*, ask students to draw a picture or write a story about an achievement they worked hard for and were proud of. Ask them to share their success with classmates.
3. Discuss the various feelings students have. Read the book, *Today I Feel Silly and Other Moods that Make My Day*. Create feelings wheels out of paper plates to replicate the last page of the book. Have each child draw a picture and then write down a feeling. Then design a feelings mask using construction paper to correlate with the book, *Glad Monster Sad Monster: A Book About Feelings*.

V. Individuals, Groups, and Institutions

> Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. (NCSS 1994, p. xi)

Students should know how institutions are formed, how they influence culture, and how they are maintained and change.

All humans are called on to play various roles in life and society. The NCSS authors point out that social studies programs need to include experiences through which students can study how individuals, groups, and institutions interact. Literature can assist students in identifying these various roles.

Books

Benjamin, Anne, and Beier, Ellen. *Young Rosa Parks: Civil Rights Heroine*. Mahwah, N.J.: Troll Associates, 1996.

Rosa Parks was the catalyst for the Montgomery bus boycott in 1955. Because of this event, buses could not be segregated.

Fisher, Leonard Everett. *Gandhi*. New York: Atheneum, 1995.

The life of Mohandas Karamchand Gandhi (1869-1948) is presented. He did much for racial equality and civil rights.

Fisher, Leonard Everett. *Alexander Graham Bell*. New York: Atheneum, 1999.

This book is the biography of the prolific inventor who had a keen interest in voice and sound and who worked tirelessly on behalf of the deaf.

Levine, Ellen. *If You Lived at the Time of Martin Luther King*. New York: Scholastic, 1990.

This book examines how the civil rights movement began in the 1950s and 1960s and who took part, including a look at the children involved.

Greene, Carol. *Thurgood Marshall: First African-American Supreme Court Justice*. Danbury, Conn.: Children's Press, 1991.

This biography of Marshall provides a glimpse into his strong character and dedication to making life better for others.

Maestro, Betsy, and Maestro, Giulio. *The Story of Religion*. New York: Houghton Mifflin, 1996.

This book is an introduction to the history of religious belief and the practice of religion in the world today.

Osborne, Mary Pope. *The Many Lives of Benjamin Franklin*. New York: Dial, 1990.

This book is a biography of Franklin from his boyhood in Boston through his apprenticeship in the publishing business to his accomplishments as a printer, scientist, inventor, and statesman.

Dr. Seuss; Prelutsky, Jack; and Smith, Lane. *Hooray for Diffendoofer Day!* New York: Random House, 1998.

Miss Bonkers is a creative teacher in Diffendoofer School. She teaches frogs to dance and a duck to sing. When students are faced with an important achievement test to save their school from being closed, they come through with flying colors.

Stone, Deborah. *Mary McLeod Bethune*. Englewood Cliffs, N.J.: Quercus, 1990.

Mary McLeod Bethune was a black sharecropper in the late 1880s. She became a teacher, started a school to train teachers and nurses, fought for civil rights, and was the first black woman to be made director of a federal agency.

Activities

1. Ask students to reflect on the roles of Gandhi, Mary McLeod Bethune, Benjamin Franklin, Martin Luther

King Jr., Thurgood Marshall, Rosa Parks, and Alexander Graham Bell in institutional change. Discuss how they were effective change agents. Have students suggest other individuals who helped to create change. Challenge students to think about their own role in institutional change.

2. After reading the Thurgood Marshall book, discuss the famous 1954 case, *Brown* v. *Board of Education*, in which Marshall argued against segregation in schools. Reflect on how schools might be different today if Thurgood Marshall and others had not argued against school segregation.
3. Gather books about Benjamin Franklin for a writing center. Ask students to write a 1733-style diary entry explaining one of his inventions or public service projects. Some ideas include: establishing a hospital, collecting books for a library, organizing a fire insurance company, suggesting a system for garbage disposal, organizing an efficient postal system, and helping to write the Constitution.

VI. Power, Authority, and Governance

> Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences. (NCSS 1994, p. xi)

Learning about rights and responsibilities and understanding the purpose of government and how our government operates are important studies for students. It is how they learn about dynamic relationships among rights and responsibilities, the needs of social groups, and the concepts that guide a just society. These are important concerns in social studies education right from the earliest grade.

Five basic questions are asked in the K-4 section of the *National Standards for Civics and Government*:

> (1) What is government and what should it do? (2) What are the basic values and principles of American democracy? (3) How does the government established by the U.S. Constitution embody the purposes, values, and principles of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? and (5) What are the roles of the citizen in American democracy? (Center for Civic Education 1994, abstract)

A useful contact address for this standard is the Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-1467.

The authors of the *Curriculum Standards for Social Studies* suggest that one good performance expectation is to "examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group and school class." Another important expectation is to "distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president" (1994, p. 39).

Books

Bourgeois, Paulette, and LaFave, Kim. *In My Neighborhood: Police Officers*. Buffalo, N.Y.: Kids Can Press, 1999.

Young readers will follow the officers as they investigate a crime, make an arrest, and appear in court.

Coles, Robert. *The Story of Ruby Bridges.* New York: Scholastic, 1995.

This book provides a sensitive view of a six-year-old black girl, Ruby, who attended an all-white school in New Orleans in 1960, when many states still had segregated schools even though this was against the law. Many people were irate and protested when Ruby attended Frantz School, but the President ordered federal marshals to escort her to school and uphold the law.

Erlbach, Arlene. *Kent State.* Danbury, Conn.: Children's Press, 1998.

On 4 May 1970 at Kent State University in Ohio, members of the Ohio National Guard opened fire on a crowd of college students protesting the Vietnam War and the National Guard's presence on their campus. The shots killed four students and injured nine others.

O'Neill, Laurie. *Little Rock: The Desegregation of Central High.* Brookfield, Conn.: Millbrook Press, 1994.

In September 1957, a high school in Little Rock, Arkansas, became a civil rights battleground when nine black students sought to enroll. This book tells their story and explains its importance to the civil rights movement.

Paananen, Eloise. *The Military Defending the Nation.* Austin, Tex.: Raintree Steck-Vaughn, 1993.

This book surveys the military's role in the history of the United States and discusses how the military works, what it does in peace and war, the chain of command, the draft, the Pentagon, and related topics.

Provensen, Alice. *The Buck Stops Here: The Presidents of the United States*. New York: Harcourt Brace, 1997.

The large pictures and catchy rhymes provide the reader with key events in each of 42 Presidents' terms of office.

Rathmann, Peggy. *Officer Buckle and Gloria*. New York: Scholastic, 1995.

No one pays attention to Officer Buckle when he's giving out safety tips, until Gloria, his police dog, surprises them.

Stein, R. Conrad. *The Bill of Rights*. Danbury, Conn.: Children's Press, 1992.

The book discusses the first 10 amendments to the Constitution and the rights that they are intended to protect.

Activities

1. Create a bulletin board titled "Our Government at Work" and divide the board into three parts. The first is titled "Local," the next "State," and the third "National." Collect government-related newspaper and magazine articles and attach them under appropriate headings. Discuss how decisions made by the government affect us personally.
2. Divide the class into 10 groups. Give each group one of the first 10 amendments to the Constitution. Ask each group of students to talk about their assigned amendment and write down ideas about the meaning it has for them. How would their lives be different without this amendment? Why is it

important? Then have each group share their ideas with others.

3. Read the books *Little Rock: The Desegregation of Central High, Kent State* and *The Story of Ruby Bridges*. The events that occurred in these books demonstrate clashes over power and authority. Have students look at the pictures and explain how an incident can escalate.
4. Write the title "Civil Rights" on a chart and have students reflect on what this phrase means. Ask if they know what their rights are and how these rights are protected. What can be done if rights are violated? How is the government structured to protect our rights? Reflect on the rights students have in relationship to their peers in school, and broaden the discussion to include the rights of many in a just society. With rights come responsibilities. Ask students to role play their responsibilities in the classroom, school, community, state, nation, and the world.

VII. Production, Distribution, and Consumption

> Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues. (NCSS 1994, p. xi)

Our days are filled with economic decisions. From turning on a light in the classroom to taking a school bus or buying lunch, economics permeates our lives.

Students need to understand the production and consumption of goods and services. Two realistic performance expectations for the early grades are to "describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services" and to "explain and

demonstrate the role of money in everyday life" (NCSS 1994, p. 41).

Voluntary National Content Standards in Economics (1997) includes 16 (out of 20) standards that are appropriate for grades K-4. A useful contact for information about economics is the National Council on Economic Education, 1140 Avenue of the Americas, New York, NY 10036.

Books

Adams, Barbara Johnston, and Zarins, Joyce Audy. *The Go-Around Dollar.* New York: Four Winds Press, 1992.

This book tells how a dollar changes hands, accompanied by facts about the one-dollar bill. Since 1862 the Bureau of Engraving and Printing in Washington, D.C., has been printing our money and sending it to the Federal Reserve Banks across the country.

Carle, Eric. *Pancakes, Pancakes!* New York: Scholastic, 1990.

Jack wants a big pancake for lunch, and so he must obtain flour from the miller, an egg from the black hen, and milk from the spotted cow.

Demi. *One Grain of Rice.* New York: Scholastic, 1997.

A raja in India stored rice in case of famine. The time came when people were hungry, but he was reticent to release food from the royal storehouses. A village girl thought of a way to receive one grain of rice the first day, and double the rice each successive day until all of the villagers would be fed. The ideas in this folktale combine math, literature, and social studies.

Johnson, Paul Brett. *Farmers' Market*. New York: Orchard Books, 1997.

On summer Saturdays, Laura goes with her family to help sell their produce at the farmers' market and spend a little time with her friend Betsy.

McMillan, Bruce. *Jelly Beans for Sale*. New York: Scholastic, 1996.

This book shows how different combinations of pennies, nickels, dimes, and quarters can buy varying amounts of jelly beans. It also includes information on how jelly beans are made.

Murphy, Stuart, and Tusa, Tricia. *Lemonade for Sale*. New York: HarperCollins, 1988.

The Elm Street Kids' Club decides to sell lemonade to earn money to fix up their clubhouse, and they use a graph to keep track of their sales.

Murphy, Stuart, and Cravath, Lynne. *The Penny Pot*. New York: HarperCollins, 1998.

The face-painting booth at the school fair provides plenty of opportunities to count combinations of coins adding up to 50 cents.

Rocklin, Joanne, and Johnson, Meredith. *How Much Is that Guinea Pig in the Window?* New York: Scholastic, 1995.

Mr. Day's fourth-grade class has a contest to recycle bottles and cans, so that they can obtain enough money to buy a guinea pig. The book shows children earning money for a purchase.

Activities

1. After reading *The Go-Around Dollar*, discuss how a bill is produced and used. Expand this to a study of money in other countries. To apply it to geography, find the countries on a map; to connect with math, do simple conversions of foreign money into dollars.
2. Ask five students to operate a barter society where there is no standard for money. Each is given various school supplies and asked to make the best deals to obtain supplies needed for class. Have the rest of the class observe to see who made the best deals and why they were successful. Discuss needs and wants, scarcity of resources, and why money makes trading easier than does bartering.
3. Have students gather ads and coupons from area pizza shops. Discuss competition and how some pizza stores lower their prices to get your business. Look at ads to see if they discuss product quality, good service, and low prices. Compare the price of a large, two-topping pizza in area stores. Discuss reasons for selecting a specific pizza.
4. Select different books to read that deal with food. Have a discussion of resources, food production, wants and needs, and specialization related to getting food to the table. Read the school lunch menu. Have groups of students discuss the economic process needed to have various items on the menu. Reflect on the economic resources available within the community and discuss the concepts of goods and services.

5. Read the book *Jelly Beans for Sale* and discuss the two-part manufacturing process (inner gel and outer candy shell) that takes from seven to ten days to create a jelly bean. Have a jelly bean tasting party that begins with children estimating the number of beans in a package, guessing flavors, then graphing the number of jelly beans of each color.
6. Read the book *Lemonade for Sale* and discuss the experience of setting up a business. Study basic economic terms. After students understand the concepts, have them set up a lemonade stand to raise money for a service project.

VIII. Science, Technology, and Society

> Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government. (NCSS 1994, p. xi)

Students live in a high-tech era. Homework is completed on computers. Favorite television programs come to the home by means of satellite dishes. When a friend moves away, e-mail is used to maintain contact.

Crabtree and Nash comment, "Students should understand major discoveries in science and technology,

some of their social and economic effects, and the major scientists and inventors responsible for them" (1994, p. 64).

Books

Bennett, Paul, and Scrace, Carolyn. *What Was It Like Before Electricity?* Austin.: Steck-Vaughn, 1995.

Children visit their grandmother, whose house was built before electric lighting. A trip throughout the house presents a glimpse of family life and objects used in the era before electricity.

Freedman, Russell. *The Wright Brothers: How They Invented the Airplane.* New York: Scholastic, 1991.

This book traces the lives of Wilbur and Orville Wright from their childhood to their celebrated triumph of building and flying an airplane.

Hudson, Wade, and Garnett, Ron. *Great Black Heroes: Five Notable Inventors.* New York: Scholastic, 1995.

Jan Matzeliger, Elijah McCoy, Garrett Morgan, Madam Walker, and Granville Woods are the focus of this interesting "Hello Reader" series book about inventors.

Jones, Charlotte Foltz, and O'Brien, John. *Mistakes that Worked: 40 Familiar Inventions and How They Came to Be.* New York: Doubleday, 1991.

This book presents the stories behind 40 things that were invented or named by accident, including aspirin, x-rays, the Frisbee, Silly Putty, and Velcro.

Sakurai, Gail. *Stephen Hawking: Understanding the Universe.* Danbury, Conn.: Children's Press, 1996.

This book is a brief biography of the British theoretical physicist known for his advances in the study of cosmology, which he has accomplished in spite of being physically limited by amyotrophic lateral sclerosis (Lou Gehrig's disease).

Sis, Peter. *Starry Messenger.* New York: Trumpet Club, 1996.

This book depicts the life of Galileo Galilei, scientist, mathematician, astronomer, philosopher, and physicist.

Stille, Darlene. *Extraordinary Women Scientists.* Danbury, Conn.: Children's Press, 1995.

This book focuses on 50 women scientists who excelled in fields from astronomy to particle physics and from botany to neurobiology.

Activities

1. Ask students to select what they believe were the two most important technological advances in the past. How would life be different today had these advances never been made?
2. Ask students to make a chart of advances in transportation and communication.
3. Challenge students to create their own inventions. What could they invent that would make their life easier? Have an invention fair.

IX. Global Connections

> The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities. (NCSS 1994, p. xii)

We are living in a global, interdependent society. This interdependence may be seen in scientific breakthroughs, peacekeeping activities, communications technologies, economics, and international trade.

As students become more aware of global issues, they can begin to think globally and act locally to make a difference in the world.

Books

Fox, Mem, and Wilton, Nicholas. *Feathers and Fools*. New York: Harcourt Brace, 1996.

This is a modern fable about some peacocks and swans who allow the fear of their differences to become so great that they end up destroying each other.

Javna, John. *50 Simple Things Kids Can Do to Save the Earth.* New York: Scholastic, 1990.

This book includes a variety of interesting and purposeful activities that children can do to make a difference in saving the environment.

Milord, Susan. *Hands Around the World: 365 Creative Ways to Build Cultural Awareness and Global Respect.* Milwaukee: Gareth Stevens, 1999.

This book presents a variety of games and other activities to promote awareness of different cultures.

Popov, Nikolai. *Why.* New York: Michael Neogebauer, 1996.

A frog sits peacefully on a rock in a meadow, smelling a flower. Suddenly, an umbrella-wielding mouse digs his way out of the ground and attacks the frog. The hostilities escalate into a full-fledged war. This cautionary tale, though wordless, speaks volumes about the absurdity of aggression and the inevitable consequences of violence.

Sabin, Francene. *Rachel Carson: Friend of the Earth.* New York: Troll Associates, 1993.

This book describes the life of the marine biologist and science writer whose book, *Silent Spring*, changed the way we look at pesticides.

Young People of the World. *A World in Our Hands.* Berkeley, Calif.: Tricycle Press, 1995.

Young people from around the globe joined together to write a history of the United Nations in celebration of its 50th anniversary.

Activities

1. After reading sections to the students from *A World in Our Hands,* provide each student with paper to write or draw what they would like the world to know about such topics as "a struggle for peace" or "children's rights." Put these together in a classroom book.
2. Discuss the importance of getting along with others so that conflicts do not occur. Look at the books *Why* and *Feathers and Fools* to help children understand how conflicts can escalate.
3. Saving the environment is a global concern. Show students that they can make a difference in protecting the environment for the benefit of all people. In cooperative groups, select one suggestion from the book, *50 Simple Things Kids Can Do to Save the Earth,* and work on the project.

X. Civic Ideals and Practices

> An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities. (NCSS 1994, p. xii)

Critical to social studies is an understanding of the rights and responsibilities of citizenship. Events are celebrated that exemplify basic values, such as the Fourth of July, Memorial Day, Presidents' Day, and Thanksgiving. Students should understand why these special days hold meaning for Americans. They also should be able to explain the principles of a democratic government and describe the meaning of important documents,

such as the Declaration of Independence, the Constitution, and the Bill of Rights.

The NCSS authors suggest, "In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, and determining how to balance the needs of individuals and the group" (1994, p. 30). By establishing a classroom where students have responsibilities and can be involved in making decisions, they will begin to realize the importance of the democratic process and need for responsible citizenship.

Books

Fritz, Jean. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address.* New York: Scholastic, 1993.

The story of President Lincoln delivering his famous 271-word speech is recounted in an easy-to-read format with pictures.

Heath, David. *The Supreme Court of the United States.* Mankato, Minn.: Capstone High/Low Books, 1999.

This book discusses the duties, powers, checks and balances, chief justices, and important decisions of the Supreme Court.

Herold, Maggie Rugg, and Stock, Catherine. *A Very Important Day.* New York: Morrow Junior, 1995.

Two hundred nineteen people from 32 different countries make their way to downtown New York in a snowstorm to be sworn in as citizens of the United States.

King, Martin Luther, Jr. *I Have a Dream.* New York: Scholastic, 1997.

On 28 August 1963, Dr. Martin Luther King Jr. delivered a speech that moved and inspired America. Coretta Scott King wrote the foreword, and 15 artists created the artwork for this book.

Maestro, Betsy, and Ryan, Susannah. *Coming to America: The Story of Immigration.* New York: Scholastic, 1996.

A history of immigration starting with the first people that came to North America and others throughout history who sought a better life. Large pictures assist children in understanding the topic.

McCully, Emily Arnold. *The Ballot Box Battle.* New York: Alfred A. Knopf, 1996.

This story recounts the actions of men who covered the top of the ballot box when Elizabeth Cady Stanton attempted to vote for a President prior to the passage of the Nineteenth Amendment.

Stein, R. Conrad. *The Declaration of Independence.* Danbury, Conn.: Children's Press, 1995.

The reasons for writing the Declaration of Independence and the men who shaped the document are explained in an easy-to-understand text.

Activities

1. Crabtree and Nash suggest having students "analyze a historical event or issue in their state or local community in which conflict arose over the equal rights of all citizens to the benefits guaranteed in

the basic principles of American democracy, e.g. equal educational opportunity; nondiscriminatory housing; voting rights; access to public facilities; freedom of speech, the press and religion; or equal justice under the law" (1994, p. 49).

2. Encourage students to engage in a debate related to a citizenship issue. Select an issue that has two positions. Assign four students to the "pro" side and four students to the "con" side. Select a moderator and a time-keeper.
3. Students can develop sequential thought processes and thinking skills when they relate their personal background to the stories they are reading. To capture these images, the teacher can ask students to perform a variety of writing or drawing tasks. One example would be to discuss the meaning of the Fourth of July and the family traditions for that day.
4. Have students read fairy tales and then discuss how the characters' rights have been violated. Hold a mock trial for Goldilocks. Her offenses would be breaking and entering (the bear's house), destroying property (baby bear's chair), and stealing food (eating the porridge). Assign students to be the judge, jury, defendant, defense attorney, prosecuting attorney, and witnesses. Repeat the procedure for the Pied Piper of Hamelin (kidnapping, breach of contract); Jack and the Beanstalk (stealing); and the Three Pigs (destruction of property, attempted murder).

Conclusion

This fastback has briefly demonstrated how to present the social studies standards with children's literature. Teachers can make social studies relevant by encouraging children to vicariously experience the lives of the main characters in books.

Including children's literature in social studies instruction offers a variety of current, relevant, and interesting resources to augment a textbook. Lynch-Brown and Tomlinson comment, "Using several sources of information has always been considered prudent both in and out of school, since doing so usually provides fuller factual coverage of topics and leads to wiser, more informed decisions on issues. Few resources are available to the teacher that will help as much to make learning interesting and memorable to children as good trade fiction and nonfiction" (1999, p. 8).

Each year *Social Education*, the official journal of the National Council for the Social Studies, includes a special supplement of notable children's trade books in the field of social studies. This is a joint project of the Children's Book Council and the National Council for

the Social Studies. Reviewing this information will provide educators with a wealth of quality books to use in the classroom to make social studies come alive.

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